

School Improvement Grants 1003(g)

Overview of SIG Grants

For 2011-2012 school year

Presentation for Alaska Districts

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School Improvement Funds Under 1003(g)

- Purpose – to enable Title I schools identified for improvement, corrective action, or restructuring with greatest need and strongest commitment to substantially raise student achievement
- First Congressional funding available to state in SY 2007-2008 (Alaska awarded grants at \$50,000 each per school (7 in 07-08 and 30 in 08-09))
- New funding for State FY10 from ARRA was \$9.1 million and from regular funding for FY10 was \$1.6 million
- Seven schools in 3 districts received SIG awards for 2010-2011 implementation

School Improvement Funds 1003(g) 2011-2012 School Year

- Funding for State FY11 is \$1.5 million
- Funding will be awarded for 1st year of a 3-year grant with 2nd & 3rd year funding dependent on Congressional funding in the next 2 fiscal years
- Awards anticipated to be made to 3 or 4 Tier I or Tier II schools for implementation in 2011-2012
- Pre-Implementation activities may take place prior to start of school year
- Tier III applications will be accepted only if some funds remain after Tier I and Tier II grants are awarded

US ED Goal for Federal FY09 and ARRA School Improvement 1003(g) Funds

Target majority of funds to each state's chronically low-performing schools, including high schools and their feeder schools, to implement robust and comprehensive reforms to dramatically transform school culture and increase student outcomes.

Alaska's Proposed Definition of "Persistently Lowest-Achieving Schools"

To identify the lowest-achieving schools, a state must take into account the academic achievement of the all students group in terms of proficiency in reading/language arts *and* in mathematics and the school's lack of progress over a number of years.

Three Tiers of Struggling schools

Which schools may receive SIG funds?

- There are three tiers of schools that are eligible for SIG funds
- Tier I and Tier II are the “persistently lowest achieving schools”
- States have some flexibility in determining number of years, how to measure progress, and use of waivers

Tier I

- *Any Title I School at Level 2 or above (in improvement, corrective action, or restructuring) for 2009-2010 with more than 25 FAY students tested on the SBAs in 2009-2010 and 2008-2009 that:*
 - Is among the lowest-achieving 5%, or 5, whichever number is greater (6 schools in Alaska) of those schools; or,
 - Is a school that includes grade 12 that has had a graduation rate of less than 60 percent for 3 years

Three Tiers of Struggling schools

Tier II

- *Any secondary school with more than 25 FAY students tested on the SBAs in 2009-2010 and 2008-2009 that is either eligible for but did not receive Title I, Part A funds in 2010-2011 or any Title I secondary school (did receive Title I, Part A funds in 2010-2011) that is in the bottom 20% of all schools in the state based on proficiency rates or has not made AYP for two consecutive years that:*
 - Is among the lowest-achieving five percent, or 5, whichever number is greater (5 schools in Alaska) of those schools; or
 - Is a school that includes grade 12 that has had a graduation rate of less than 60 percent for 3 years

Tier III

- *Any Title I school at Level 2 or above that is not a Tier I or Tier II school and any schools excluded from the Tier I or Tier II pool who had 25 or fewer FAY students.*

Use of SIG Funds

- Tier I and Tier II schools must choose one of four school intervention models
 - Transformation
 - Turnaround
 - Restart
 - Closure
- Tier III schools may implement research based strategies that address one or more of six domains for instructional effectiveness

Turnaround Model Overview

- **Teachers & Leader**

- Replace principal
- Use locally adopted “turnaround” competencies to review and select staff for school (rehire no more than 50% of existing staff)
- Implement strategies to recruit, place and retain staff

- **Instructional and Support Strategies**

- Select and implement an instructional model based on student needs
- Provide job-embedded PD designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

- **Time and Support**

- Provide *increased learning time* (for staff and students)
- Social-emotional and community-oriented services and supports

- **Governance**

- New governance structure
- Grant operating flexibility to school leader

Transformation Model Overview

- **Teachers and Leaders**
 - Replace principal, implement new evaluation system, developed with staff, uses student growth as a significant factor
 - Identify and reward staff who are increasing student outcomes; support and then remove those who are not; Implement strategies to recruit, place and retain staff
- **Instructional and Support Strategies**
 - Select and implement an instructional model based on student needs
 - Provide job-embedded professional development designed to build capacity and support staff
 - Ensure continuous use of data to inform and differentiate instruction
- **Time and Support**
 - Provide *increased learning time* (for staff and students); provide ongoing mechanism for community and family engagement; partner to provide social-emotional and community-oriented services and supports
- **Governance**
 - Provide sufficient operating flexibility to implement reform; ensure ongoing technical assistance

Restart Model Overview

- Restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected **through a rigorous review process.**
 - A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.
 - A rigorous review process could take such things into consideration as an applicant's team, track record, instructional program, model's theory of action, sustainability.
 - As part of this model, a State must review the process the LEA will use/has used to select the partner.

Closure Model Overview

- School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are **higher achieving**.
 - These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
 - Office for Civil Rights Technical Assistance Module--Struggling Schools and School Closure Issues: *An Overview of Civil Rights Considerations*

Services for Tier III Schools

- Implement strategies that are research-based and designed to address the particular needs of the Tier III schools.
- Address one or more of the domains described in the Self-Study Tool for Alaska Schools: curriculum, assessment, instruction, supportive learning environment, professional development, and leadership.

SEA Role

- A. Identify Tier I, Tier II & Tier III schools in the State
- B. Establish LEA Application Process and criteria related to the overall quality of the LEA's application and to the LEA's capacity to implement fully and effectively the required interventions
 - Must include the extent to which the LEA analyzed the needs of the school and matched an intervention to those needs; the design of the interventions; whether the interventions are part of a long-term plan to sustain gains in student achievement; the capacity of the LEA to provide adequate resources & support; the sufficiency of the budget to implement the intervention; the coordination with other resources; and whether the LEA will modify its practices, if necessary, to be able to implement the interventions fully and effectively
 - If an LEA lacks the capacity to implement one of the four interventions in each of its Tier I schools, the SEA would adjust the size of the LEA's SIG accordingly.
 - Ensure that an LEA with nine or more Tier I and Tier II schools does not implement the same model in more than 50% of those schools.
- C. Monitor the LEA's implementation of interventions in and the progress of its participating schools
- D. Hold each Tier I and Tier II school accountable annually for meeting, or being on track to meet, the LEA's student achievement goals

SEA Criteria for Awards

The SEA must describe criteria:

1. How the SEA will prioritize SIG 1003(g) grants to LEAs if insufficient funds to serve all schools for which LEAs have applied;
 - SEA must first give priority to LEAs that apply to serve both Tier I and Tier II schools and then give priority to LEAs that apply to serve Tier I schools
2. How the SEA will review schools' progress toward LEA goals and determine whether to renew grants;
3. How the SEA will determine whether the LEA needs less than \$2,000,000 per school per year to implement one of the 4 models;
4. How the SEA will prioritize among Tier III schools

LEA Role

LEA would be required to:

- 1) Identify each Tier I, Tier II, and Tier III school the LEA commits to serve
- 2) Serve each of its Tier I schools, unless the LEA demonstrates that it lacks sufficient capacity or lacks sufficient funds
- 3) Implement one of the four models in Tier I and Tier II schools it has the capacity to serve
 - An LEA with nine or more Tier I and Tier II schools may not implement the transformation model in more than 50% of those schools.
- 4) Provide adequate resources to each Tier I and Tier II school it commits to serve in order to implement fully one of the four proposed interventions
- 5) Serve Tier I schools before it serves Tier III schools
- 6) Establish three-year student achievement goals in reading/language arts and mathematics and hold each Tier I and Tier II school accountable annually for meeting, or being on track to meet, those goals

Flexibility

- LEAs serve the number of Tier I and Tier II schools they have the capacity to serve
- Tier I and Tier II schools SIG funds are not “capped”, but instead receive amount needed to successfully implement
- Waivers
 - Turnaround or restart schools could receive waivers to permit the school to “start over” under NCLB’s school improvement timeline and waive the choice/SES NCLB provisions.
 - LEAs may receive waivers to enable Tier I schools with less than 40% poverty to operate schoolwide programs.
 - Exclude schools below a “minimum n ”
 - Expand the pool for Tier II schools to include Title I served secondary schools

Budgeting & Funding

LEA provides a budget for amount of SI funds it will use to:

- Implement selected model in each Tier I and Tier II schools they will to serve
- Conduct LEA-level activities to support implementation
- Support school improvement activities at school or LEA-level for each Tier III school it will serve

Budget & funding requirements:

- Budget must cover the whole period of availability of funds
- Total LEA budget must be at least the number of Tier I, Tier II and Tier III schools it commits to serve multiplied by \$50,000 per year but may not exceed the number of schools multiplied by \$2,000,000 per year

Reporting and Evaluation

For schools receiving SIG funds, SEAs will be required to report annual, school-level data on outcome measures and leading indicators

Metric	Source	Achievement Indicators	Leading Indicators
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	NEW SIG		
AYP status	<u>EDFacts</u>	✓	
Which AYP targets the school met and missed	<u>EDFacts</u>	✓	
School improvement status	<u>EDFacts</u>	✓	
Number of minutes within the school year	NEW SIG		✓
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	<u>EDFacts</u>	✓	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	<u>EDFacts</u>		✓
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup	NEW SIG	✓	

Reporting and Evaluation

Percentage of limited English proficient students who attain English language proficiency	<u>EDFacts</u>	✓	
Graduation rate	<u>EDFacts</u>	✓	
Dropout rate	<u>EDFacts</u>		✓
Student attendance rate	<u>EDFacts</u>		✓
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	NEW SIG HS only		✓
College enrollment rates	NEW SFSF Phase II HS only	✓	
Discipline incidents	<u>EDFacts</u>		✓
Truants	<u>EDFacts</u>		✓
Distribution of teachers by performance level on LEA's teacher evaluation system	NEW SFSF Phase II		✓
Teacher attendance rate	NEW SIG		✓

Application Process

Application Documents Required:

Note: Documents are released pending USED approval. If any changes are needed following USED approval, revised versions will be sent to districts as soon as possible.

- Alaska RFA for LEA School Improvement Grants under 1003(g)
- Applicable Supplement & required data for each school to be served
 - Transformation
 - Turnaround
 - Restart
 - Closure
 - Tier III
- Budgets for 3 years

Application Timeline:

- LEA SIG Application & Supplements for Tier I and II Schools February 25, 2011
- LEA SIG Application & Supplements for Tier III Schools (if needed) TBD

More Information

The LEA Application and complete information can be found the EED website under “Economic Stimulus” (<http://www.eed.state.ak.us/stim/home2.html>)

- **USED Guidance and Requirements**
- **Application Documents**
- **Additional Resources**
 - **Audio Conference on SIG Models January 25, 2011, 10:30 AM**
 - *Handbook on Effective Implementation of School Improvement Grants* from the Center on Innovation and Improvement
 - *Self-Study Tool for Alaska Schools: Evaluating Instructional Effectiveness through Six Domains* prepared in collaboration with the department, Education Northwest, and the Alaska Comprehensive Center
 - Alaska Parent Information and Resource Center (AKPIRC)